DOINGWHATWORKS

RESPONSE TO INTERVENTION IN PRIMARY GRADE READING:
PLANNING TEMPLATE FOR WORKING WITH SCHOOLS

This template can help school principals and RtI leadership teams translate the recommendations of the IES Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades,* into a plan for an RtI framework, systematically identify existing policies and structures along with gaps, and establish a coordinated and coherent plan to meet the needs of all students by strengthening RtI implementation at the school level. While this set of planning templates features recommended practices specific to primary-grade reading, actual RtI implementation would not focus only on reading. Use this template in conjunction with those for other Doing What Works topics that focus on practices specific to elementary- and middle-grade math, reducing behavior problems, and teaching reading to English learners. For ideas on how to use the planning templates, refer to the "Do What Works" section for each practice.

Work through the lists of policies and structures in the first column to review those that are already in place and working well and to formulate actions that are necessary to address gaps that are identified. See the Doing What Works Glossary for definitions of terms in the template.

AREA OF SCHOOL RESPONSIBILITY	CURRENT STATUS			NEXT STEPS
	Already in Place	Not Feasible/ Inappropriate	Potential Areas to Develop	
A. School Leadership				
1. The school creates a building-level RtI team to plan, pilot, implement, and assess the success of using RtI for reading teaching and learning in the primary grades.				
2. The principal and/or RtI team review research and district policy related to the RtI framework and assist staff with implementing RtI practices to improve the teaching and learning of reading for all primary-grade students.				
3. The principal and/or RtI team communicates with staff regarding learning expectations for foundational reading skills and the importance of aligning core instruction, interventions, and assessment with district and state benchmarks and standards.				

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4. The school has on-staff reading assessment and instructional experts or access to expertise in using RtI components and practices (e.g., universal screening, progress monitoring, data-driven instructional decision-making) to teach foundational reading skills.				
B. Provide Research-Based and Effective Instruction in Support of State and District Standards				
1. Student learning benchmarks and standards in reading are focused on mastery of foundational skills (i.e., phonemic awareness, phonics, vocabulary, comprehension, and fluency).				
2. The core reading curriculum has a focused, coherent progression of foundational skills and grade-appropriate topics implemented consistently in all classrooms.				
3. The principal and/or RtI team support teachers through selection and identification of reading interventions and practice materials.				
4. Core and intervention teaching staff use reading assessments to identify needs, differentiate instruction, provide appropriate interventions, and help all students meet benchmarks and/or growth rates.				
C. Supporting Instruction in the Classroom				
1. Teachers focus on mastery of foundational reading skills and use systematic, highly interactive teaching strategies and tiered instruction methods (e.g., modeling and thinkalouds, scaffolding, adjusted pacing, corrective feedback, and graphic organizers).				
2. Teachers provide students with timely corrective and prescriptive feedback, addressing strategies, effort, and the learning process.				

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3. Teachers receive ongoing professional development and in-class support for providing systematic, intensive instruction and intervention in foundational reading skills.				
4. Core teaching and intervention staff are allocated collaborative planning time to develop lesson plans that integrate effective instructional and intervention practices.				
5. School principals and/or RtI teams support flexibility in teacher and student schedules to allow reteaching and use of tiered interventions.				
6. Core teaching and intervention staff use assessment data and developmental levels to differentiate instruction to meet the needs of all students.				
D. Recruiting, Retaining, Supporting High-Quality Staff				
1. The principal works with district staff to restructure staff roles as required to effectively implement RtI in reading. This may include reallocating staff time, modifying of student and teacher schedules, recruiting additional staff, and so forth.				
2. Principal and/or school leadership ensures all staff has sufficient reading content and pedagogy knowledge for teaching foundational reading skills using RtI components and practices.				
3. The principal and/or RtI team provide ongoing access to research on effective RtI practices in reading in the primary grades.				
4. The principal ensures that all appropriate core teaching and intervention staff are included in professional development activities on RtI, reading content, and pedagogy.				

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E. Supervision and Monitoring of Instruction				
1. The principal offers feedback on teachers' use of evidence-based practices in reading and RtI when appropriate.				
2. Individual staff growth plans address needs related to reading content, pedagogical knowledge, and using RtI practices.				
3. The principal and/or coaching or specialist staff monitor teachers' use of systematic, highly interactive instructional strategies (e.g., modeling and thinkalouds, scaffolding, lesson pacing, multi-tier instruction, graphic organizers, etc.) to support students struggling with foundational concepts and skills.				
F. Use Date for Planning and Accountability				
1. The principal and/or RtI team develop a calendar of annual assessment dates (e.g., universal screening, ongoing progress monitoring, state testing).				
2. The principal and/or RtI team support teachers through selection and identification of valid, reliable universal-screening and progress-monitoring measures that accurately identify at-risk students.				
3. The principal and/or RtI team support teachers by providing training in gathering and using universal-screening and progress-monitoring data to inform student groupings, tiered instruction, and differentiated instruction.				
4. The principal and/or RtI team provide teachers and data teams with training in goal setting and data-based instructional decision-making.				
5. Teachers administer screening and progress-monitoring assessments according to guidelines to identify additional instruction and/or intervention needs.				

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6. Teachers are given ongoing support in conducting progress-monitoring assessments and using data to revise student instruction groups and move students across tier levels when needed.				
7. The principal and/or RtI team review the predictive value of screening scores on a regular basis and revise cut scores accordingly.				
8. The principal and/or RtI team, with reading specialists and instructional teams, assess the school's implementation of RtI strategies for teaching foundational reading skills and develop action plans for improving practice.				
G. Engaging Families and Community				
1. The school communicates high reading proficiency expectations for all students and explains the reading curriculum and RtI tiered model to parents.				
2. Teachers provide parents with information about when and how to help their children in reading.				
3. Teachers regularly communicate with all parents about their children's reading successes and learning needs, connecting more frequently with parents of struggling students.				
4. The school communicates parents' important role in developing young children's language, supporting emerging literacy skills, and transmitting positive attitudes about reading.				
5. The school offers multiple formats and venues for parents, families, and community members to receive information on building a solid foundation for reading proficiency through phonemic awareness, phonics, vocabulary, comprehension, and fluency.				

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H. Ensuring Safe and Supportive Learning Environments for All Students				
1. All school staff share responsibility for student success.				
2. Teachers create classroom climates where all students are encouraged to participate in learning activities in ways appropriate for their developmental levels and learning needs.				
3. Teachers create classroom climates that treat mistakes as growth opportunities, provide immediate corrective feedback and practice, and encourage academic challenges.				
4. Teachers create a schoolwide environment that provides students with consistent messages about the importance of reading and motivattion to achieve.				